1. **Scientific reading fact: human beings are pleasure centered.**

Human beings will voluntary do over and over what brings them pleasure. For example we listen to music we like, order food we like and visit people we like. Conversely we avoid the things we don’t like.

Every time a child is read to we should be sending a pleasure message to their brain (Trelease,)

1. **Children hearing the most language will have the best chance of having the best language skills.**

A child’s vocabulary helps determine how much is understood of what a teacher says. Once they begin reading, personal vocabulary feeds or frustrates comprehension (Hart & Risley)



*Meaningful differences* by Hart & Risley

**3. The single most important activity for building the knowledge required for reading success is reading aloud to children**

- Commission on Reading cited in Trelease 2006

- Reading aloud promotes language development and is linked to increased reading comprehension and overall academic success

“Education is not the filling of a bucket but the lighting of a fire” – William Butler Yeats

**4. A Read Aloud is simply reading aloud to your students.**

A read aloud is much more work than picking a book and reading it orally ….careful selection, pre-reading, considering reading goals, planning before, during and after reading, anticipating where background knowledge needs to be built, highlighting places to stop,

5. **Teens take time to listen when you make time to read aloud.**

Adventure, suspense, drama, witty dialogue, and humor are the ingredients that fuel successful read-alouds. Master writers use humor to explore multiple levels of emotional complexity. Sophisticated reading comprehension, vocabulary proficiency, and verbal pronunciation develop through exposure to literary context and content when students are listening.

**6. Any type of text can be converted to read aloud material**

Book selection is the key.

Text selection is a crucial component of o a successful Read aloud. Although any type of text can potentially be converted to Read Aloud material, the audience is the key factor in choosing the right text at the right time. A good place to begin is to select text based on reading purpose. What do you want your students to take away. Choose books that introduce new words, ideas, people and places. Another way to approach text selection is to choose a book that lends itself to be read aloud. Characteristics of such a book might include flowing text, a riveting and interesting subject theme, or a book that inspires learning, creativity, and curiosity. Books that are not laden with dialogue passages also make good choices. (Trelease 2006)

**7. Nonfiction is the way to go when trying to hook middle school readers.**

One way to maintain interest in read alouds is to vary the subject material – fiction, nonfiction, poetry, magazine articles

Science related books motivate students

**8. Read Alouds as an instructional procedure is used regularly in classrooms.**

- discussion

**9. Read aloud as a reading instruction element needs to have a purpose**

Read alouds as an instructional procedure help students to understand that reading should make sense; move beyond literal decoding to comprehending; learn a repertoire of strategies to use before, during and after reading; use particular strategies when reading varied text types; learn, think and reflect on themselves as reader

**10. The biggest challenge to a successful Read Aloud is inattention by some children.**

- discussion

Explicit classroom routines, text selection, doodling